



Together we can!

BEECHWOOD JUNIOR SCHOOL

Relationship Education and Health Education Policy 2023 – 2025



Relationships Education and Health Education Policy Beechwood Junior School

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Approved By:	Name:	Date:	Date: September 23
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INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE). The policy has been adapted by the PSHE lead and SLT.

As part of writing our school's policy, parents were consulted during Autumn 2023. The consultation feedback has been used to inform our policy and adapt it where necessary. The final policy has then been approved by the School's Governors. (To be edited once completed).

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Beechwood Junior School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. We value the 9 protected characteristics and ensure our children are taught in an age-appropriate way about these.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of:

- Honesty
- Effort
- Achievement
- Respect
- Teamwork

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Beechwood Junior School, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils will be taught the science of how a baby is conceived and born. In Science, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents and carers do not have the right to withdraw children from these scientific lessons. Parents and carers will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via an ask-it basket
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the ask-it basket
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach Sex Education as part of our RSE. We have decided to do this at Beechwood Junior School because we believe an encompassing curriculum which teaches Sex and Relationships at an age-appropriate level will help create informed learners who are fully aware of their rights, consent and how to foster safe relationships. We have developed our curriculum to respond to the needs of our learners and to ensure that each part has been sequenced according to the changing needs of our community. Our PSHE curriculum overview is reviewed annually.

There is considerable evidence to support the idea that comprehensive RSE provided to all young people in England can reduce cases of having sex before the age of consent, improve use of contraception, reduce rates of unwanted pregnancy and occurrences of multiple partnerships, and reduce the contraction of sexually transmitted infections (Public Health England, 2019). Ward analysis shows that Bitterne, Redbridge and Swaythling wards have the highest percentages of teenage mothers aged under 20 years (aged 13-19 at midwifery booking) in Southampton (Southampton Data Observatory, 2023). As a junior school, we play a vital role in ensuring children have access to an age-appropriate curriculum before they transition to secondary.

The Experiences of Relationships and Sex Education, and sexual risk taking (Dfe, 2021) found:

- Young people who did not receive any RSE in schools were more likely to go on take more sexual risks, including intercourse before the legal age of consent, unprotected sex and contraction of a sexually transmitted infection (STI).
- Young people whose parents identified as non-religious were more likely to say they learnt about sexual matters from family members. Those from religious backgrounds were more likely to rely on different sources of information.



- Young people of minority sexual orientations (i.e. gay, lesbian, bisexual or other), those with disabilities, and those who participated in other risky behaviours were significantly more likely to say that their school RSE was 'not at all useful'.
- Those who said that they were taught about consent, LGBT relationships, and relationships in general, were more likely to describe the RSE they received as useful than those who were not taught about these topics.
- 1 in 10 FSM-eligible young people did not learn about STI's, consent, LGBT relationships or relationships in general in their school RSE. This is higher compared to young people who were not FSM-eligible (nearly 1 in 20).

At Beechwood we work with our parents to ensure that they are aware of what is being taught in school and give them opportunities to discuss how to support their children at home. Our PSHE curriculum subject pack is available on the school website and outlines what is taught in PSHE and RSE curriculum throughout Key Stage Two. Parents and carers have the opportunity to discuss and view the content of the Year 6 Sex Education before it is taught through a parent meeting with the Year 6 Team. This also happens in Year 4 ahead of teaching puberty in PSHE.

Parents and carers have the right to withdraw children from Sex Education aspects that are not part of the science curriculum in Year 6 and in the first instance, should contact the Headteacher who will invite parents in to discuss.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons within the PSHE programme. The basis of this has been taken from the PSHE Association and adapted for our setting. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).



The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is reasonably adjusted.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Southampton, we are aware of that the locality is towards the end of the 2017-2025 Health and well-being plan and that the pandemic has slowed progress. The locality also now has a 2022 – 2027 Education Strategy plan with the vision of: we want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood. A rise in domestic abuse and violence against women and girls has led the city council to produce a targeted 2023-2027 plan.

Within our relationships and health education teaching we will ensure pupils will be given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, as is their human right. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

ROLES AND RESPONSIBILITIES

The Governing Body

The governing body will consult parents, suggest amendments to the Headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RHE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The leader for RHE at Beechwood Junior School is Hayley Crook



Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and Pupil Passports where appropriate
- Sampling of pupils' end of year reports

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review biannually and will require approval by the governing body.



APPENDIX 1 – Expectations for Relationships Education

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that there are rituals in certain parts of the world or in certain cultures that are linked to harm and are illegal in this country. (This is mentioned in the Year 6 RHE curriculum and will be discussed at the parent meeting. This refers to Female Genital Mutilation but this vocabulary and practise is not discussed with the children in KS2)

APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. the scientific names for the parts of the body including the male and female genitals Puberty: vagina, vulva, breasts, oestrogen, penis, scrotum, testicles, testosterone, nipples, anus, erections, wet dreams, menstruation, periods Sex Education: love, respect, commitment, female, male, human reproduction, sex, sexual intercourse, fertilised sperm, ovum, vagina, vulva, breasts, oestrogen, penis, scrotum, testicles, testosterone, conception, contraception, ovaries, fallopian tubes Pregnancy: pregnancy, conception, birth, foetus, embryo, placenta, umbilical cord, amniotic sac, amniotic fluid, fertilise, sperm, egg, fraternal twins, identical twins



APPENDIX 3 – CURRICULUM OVERVIEW

Year 2	Year 3	Year 4	Year 5	Year 6
Relationships - Families and friendships, Safe Relationships and Respecting Ourselves and Others				
<p>Families and friendships: Making friends Understanding feeling lonely and getting help</p> <p>Safe relationships: Managing secrets Resisting pressure and getting help Recognising hurtful behaviour</p> <p>Respecting ourselves and others: Recognising things in common and our differences Playing and working cooperatively Sharing opinions</p>	<p>Families and friendships: Identify what makes a family Recognise features of family life Be able to suggest how to care for each other</p> <p>Safe relationships: Begin to recognise personal boundaries and explain why this is different with different relationships (e.g. difference between parents, school, friends) To begin to understand what consent means in different ways. Identify ways to safely respond to others in person and online. Identify the impact of hurtful behaviour</p> <p>Respecting ourselves and others: To identify and recognise respectful behaviour and the importance of self-respect To understand what being courteous means and identify ways of being polite</p>	<p>Families and friendships: Identify features of positive friendships Identify and develop strategies for building positive relationships To understand how to communicate respectfully, including online (Links to computing).</p> <p>Safe relationships: Identify ways to respond to hurtful behaviour Be able to suggest ways to manage confidentiality To identify and recognise risks online and understand how to seek help (Links to computing). To identify different types of age appropriate consent including online</p> <p>Respecting ourselves and others: Begin to understand how to respect differences and similarities</p>	<p>Families and friendships Identify ways to manage friendships To understand friendships can change Identify and understand how to manage peer influence</p> <p>Safe relationships: Identify appropriate physical contact Identify unacceptable contact and how to seek support To recognise feeling safe and understand how to seek support To be able to ask for and give consent in a variety of age appropriate situations.</p> <p>Respecting ourselves and others: Respond respectfully to a wide range of people Identify prejudice and discrimination Knowing how to safely challenge and report discrimination, including online (Links to computing)</p>	<p>Families and Friendships To begin to understand attraction to others To begin to recognise healthy romantic relationships To begin to understand civil partnership and marriage</p> <p>Safe Relationships Identify how to recognise and managing pressure from a variety of influences. To demonstrate and explain their understanding of consent in different situations</p> <p>Respecting ourselves and others To begin to express our opinions and respecting others, including discussing topical issues To identify how to constructively challenge other points of view To demonstrate ways to manage conflict</p>



		Identify ways to discuss differences sensitively and respectfully		
Living in the wider world – Belonging to a community, Media Literacy and Digital Resilience and Money and Work				
<p>Belonging to a community: Belonging to a group Roles and responsibilities Being the same and different in the community</p> <p>Media literacy and digital resilience: The internet in everyday life Online content and information</p> <p>Money and work: What money is Needs and wants Looking after money</p>	<p>Belonging to a community: To begin to understand the value of rules and laws To begin to demonstrate knowledge of human rights To begin to understand rights and responsibilities</p> <p>Media literacy and digital resilience: To recognise and understanding how the internet is used To begin to understand how to assess information online To begin to recognise how and when to report inappropriate content. (Links to computing)</p> <p>Money and work: To begin to recognise different jobs and skills required To begin to recognise job stereotypes and myths To identify personal goals</p>	<p>Belonging to a community: To recognise what makes a community To begin to understand our shared responsibilities within person and online To understanding the important of human rights and responsibilities</p> <p>Media literacy and digital resilience: To begin to understanding everyone has a digital footprint To identify how data is shared and used To identify ways to recognise factual content (Links to computing)</p> <p>Money and work: To begin to understand ways to make appropriate decisions about money To begin to understand how to use and keep money safe To identify the negative and positive effects of money on others</p>	<p>Belonging to a community: To recognise ways to protect the environment To identify ways to show compassion towards others</p> <p>Media literacy and digital resilience: To begin to identify how information online is targeted To recognise different media types and begin to understand their role and impact (including PREVENT) To identify ways to assess the reliability of online information. (Links to computing)</p> <p>Money and work: To identify job interests and aspirations To begin to understand what influences career choices To recognise stereotypes in workplace and identify different ways to challenge them</p>	<p>Belonging to a community To demonstrate ways to value diversity To recognise discrimination and stereotypes in a variety of situations and be able to challenge them safely</p> <p>Media Literacy and Digital Resilience To understand how to evaluate media sources To identify what is appropriate to share online To recognise age restrictions and how to report inappropriate content (Links to computing).</p> <p>Money and work To recognise influences and attitudes to money To be begin to understand money and financial risks To being to understand how to be a critical consumer</p>

Health and Wellbeing – Physical Health and Mental Wellbeing, Growing and Changing and Keeping Safe				
<p>Physical health and mental wellbeing: Why sleep is important; medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help</p> <p>Growing and changing: Growing older Naming body parts Moving class or year</p> <p>Keeping safe: Safety in different environments Risk and safety at home Emergencies</p>	<p>Physical health and mental wellbeing: Identify what makes a healthy choice and habits (Links to cooking & nutrition in DT) To begin to understand what affects feelings To begin to express feelings</p> <p>Growing and changing: To begin to understand our impact and contribution to society Identify our own personal strengths and achievements To begin to develop ways to manage and reframe setbacks</p> <p>Keeping safe: To begin to understand what is a risk and a hazard is To begin to understand safety in the local environment and unfamiliar places, including road, rail and water.</p>	<p>Physical health and mental wellbeing: To recognise how to maintain a balanced lifestyle To recognise ways to promote oral hygiene and dental care. (Links to science)</p> <p>Growing and changing: To begin to understand physical and emotional changes in puberty To begin to identify external genitalia To begin to develop personal hygiene routines To begin to understand what puberty is and how to seek support</p> <p>Keeping safe: To begin to recognise medicines and household products To begin to identify Drugs common to everyday life (Links to science) To begin to recognise risks associated with drugs common to everyday life To identify ways to be safe within water</p>	<p>Physical health and mental wellbeing: To begin to recognise healthy sleep habits To begin to understand sun safety and identify ways to keep safe To recognise medicines To begin to recognise vaccinations, immunisations and allergies. (Links to science).</p> <p>Growing and changing: To begin to understand what is personal identity To recognise individuality and different qualities To identify different ways to manage mental wellbeing</p> <p>Keeping safe: To understand how to keep safe in different situations, including responding in emergencies To begin to identify basic first aid To begin to recognise fire safety</p>	<p>Physical Health and Mental Wellbeing To understand what affects mental health and ways to take care of it To begin to know how to manage change, loss and bereavement To begin to know how to manage time online. (Links to science).</p> <p>Growing and changing: To begin increasing independence To begin to know how to manage transition and develop strategies to support To begin to understand human reproduction and birth (links to science)</p> <p>Keeping safe: To understand how to keep personal information safe (Links to computing) To begin to identify regulations and choices To begin to identify drug use, the law and the media (Links to science). To recognise rail safety To begin to demonstrate knowledge of FGM and how to seek help</p>



APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Primary RHE, science, computing, DT and PE

Relationships Education		Science NC links	PE NC links	Computing NC links
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	N/A	N/A
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	N/A	N/A	N/A



	<ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 			
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	N/A	N/A	N/A
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content

Being safe	Pupils should know <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 		KS1 <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	Pupils should know <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	Animals including Humans Y2 <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y6 <ul style="list-style-type: none"> ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	PE KS1 <ul style="list-style-type: none"> • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. KS2 <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports 	KS1 <ul style="list-style-type: none"> • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 <ul style="list-style-type: none"> • recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 		and learn how to evaluate and recognise their own success.	
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	N/A	N/A	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	Animals and Humans Y2 describe the importance for humans of exercise, eating the right	PE – support statements but not specifically linked KS1	N/A

	<ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes 	N/A

		cannot make their own food; they get nutrition from what they eat Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	using a range of cooking techniques	
Drugs, alcohol and tobacco	Pupils should know <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Health and prevention	Pupils should know <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. 	Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y4 identify the different types of teeth in humans and their simple functions Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Basic First Aid	Pupils should know:	N/A	N/A	N/A



	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>			
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A

